



A CASE STUDY OF UNDERSTANDING AND EXPLANATION OF THE ORNAMENTAL VALUES OF PROVERBS AND ITS PROPER USE IN LINGUISTIC PERSPECTIVES

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ABSTRACT

This article is prepared with a very noble intention to study the level of understanding of proverbs and the ability of explanation of it at secondary level students of four different schools situated at Sadiya sub-division. The researcher took a total of 120 students on random selection basis namely from four schools. The targeted classes were seventh, eighth, ninth and tenth. The study was run in such a way that 30 students from class seventh, eighth, ninth and tenth each were taken. All students were randomly selected from each and every class. The researcher with the help of data, keeps effort to show the different level of understanding and capacity of explanation in different classes in different schools. The categories of students classified as A-excellent, B-good, C-average and D-poor and their percentage are presented with the help of tables and graphs.

KEYWORDS: Proverbs, English Language learning, proverbial usage, medium, secondary school level.

INTRODUCTION

Proverbs are always wise, simple and concrete sayings that give advice about life. These are also popularly known and repeated which express a truth. They are the gems of wisdom. Proverbs are culturally specific and often metaphorical. The study and collection of proverbs is called paremiology and the person interested in the study of proverbs is called a paremiologist. Proverbs are usually considered to be imbued with ancestors' wisdom that is passed down from generation to generation in the human society. It is a great truth with lots of experience and profound thinking as well. Most proverbs are anonymous. They are true in different situations. Here, we may cite some proverbs such as "Cleanliness is next to godliness" & "Necessity is the mother of invention". These proverbs are universally used among the people. People are influenced in many ways. The wise persons can explain the difficult things with proverbs to make us understand well. The origins of proverbs are often unknown and have been run without any demarcation of time. Proverbs are often found among all classes of people be it literate or illiterate they are used orally. Proverbs are found in all world languages and cultures they are "Often borrowed from other languages and cultures" (Harnadi & Steen, 1999:11; Fair, 2000). Proverbs are used traditionally tracing back to ancient Roman origin, China origin, Greek origin, Indian origin, English origin. German origin etc. Proverbs always bear some moral, ethical, philosophical, ideological, aesthetical, traditional, religious values in the mankind. They are not confined to a specific country, culture, language or religion. In other words, their existence is beyond their all limits. According to Sagiv, they go beyond all frontiers; they have been found and used by the most ancient nations like the Sumerians, Egyptians, Indians, Chinese, Persians Greeks and Romans. Proverbs are basically words of wisdom and they were first heard of in Egypt soon after 3000 B. C. About 600 years later a vizier by the name of Ptah—Hotep attained high repute for his wisdom speculation arouse also in Babylonia where other writers created proverbs and pessimistic write-ups which did deny value in life. Like fables and parables, proverbs are the foundations of religious, moral, wisdom and sapiential literature and they are very popular in folk literature as well. Moreover, because they provide spiritual truths keeping them aside with natural truths.

What is Proverb

Simply speaking, a proverb is a short sentence that people often quote, which tells you something that is very important. There are many more paremiologists but there is no unanimous argument among the paremiologists on a certain definition to the term "proverb". There are some controversies in the case of definition of proverb but even after having disputes, the paremiologists have tried to provide some definitions. According to Taylor it is difficult or even impossible to define a proverb and there is an incommunicable quality which tells us that whether a sentence is a proverb and the other is not (Gazybek, 1995:4) Whiting, one of the most famous scholars, on the other hand, believes that there is no necessity for defining proverbs, "since all of us know what a proverb is". On the contrary, some well noted paremiologists like Yusuf, Mieder, Arewa and Dundes, Nagy, Paezlay have tried to give a possible definition. Arewa and Dundes (1964: 71) define a proverb as a statement which sums up a situation, passes judgement, recommends a course of action, or serves as a secular past precedent for present action". To Yusuf (1997:1), a proverb is a term which refers to a short, reputed, witty statement of experience which is used to further social end." Again, to Mieder (1989, as quoted in Paczalay, 2004:3) proverbs are "short, generally known sentences of the folk that contain wisdom, truths, moral, traditional views in a metaphorical, fixed and memoizable form and that are handed down orally from generation to generation". It is also well known to the researchers

that Mieder had noticed and experienced the real disagreement among paremiologists regarding an accepted definition to proverbs and attempted to get a unanimous solution of the subject: For solving this issue, Mieder (1999:2-5) made an experiment by putting questions to fifty-five people to provide their definitions of the term "proverb". Consequently, he found the definition as follows: a proverb is a "phrase, saying, sentence, or expression of folk which contains above all wisdom, truth, morals, experience, lessons and advice containing life and which has been handed down from generation to generation" Similarly, to Lyom (1968:177) opines that proverbs are readymade structure or utterances and from a grammatical point of view they are not regarded as sentences, even though they are distributionally independent and thus satisfy definition of the sentence". Thus, paremiologists differ in offering definitions of the term proverb. As there is no specific agreed-upon definition to proverb.

Review of Literature

Proverbial sayings started on earth as far back as ancient or primitive ages. The ancient writings, that have been preserved since immemorable time of the world. Historical evidences, in the realm of literature have proved for ages. Proverbs were spoken and preached in the early beginning of writing some chronicles and homilies. There is famous paremiologist named Mieder (2004) who, regarding the origins of proverbs opines that: Proverbs, like riddles, jokes, or fairy tales, do not fall out of the sky and neither are they products of a mythical soul of the folk. Instead, they are always coined by an individual either intentionally or unintentionally, as expressed in Lord John Russell's well known one line proverb definition that has been on a proverbial status of sorts: A proverb is a wit of one and the wisdom of many (1,9). Proverbs and sayings have been well used as an ornament in the linguistic perspective. Inspiration, motivation, wisdom etc. are increased in the practical usage of proverbs in the case of linguistic study. Proverbs are always tools for expressing our important things; in the true sense, proverbs are indispensable techniques of language and communication. They are regarded to be the vehicles by which we express, share our feelings and information, needs, responses, attitudes etc.

Likewise, proverbs are always rich sources for sociologists, psychologists for they "contain a powerful message and help people express their distress indirectly and concisely" (Al-Krenawi, 2000:91). Kemper conducted a study on the comprehension of proverbs, she concludes this way:

When proverbs occur naturally in a linguistic context figurative uses are understood more rapidly than literal ones. In context, figurative interpretations of isolated proverbs are more difficult to make than literal interpretation.

Inferences from the literal meaning of the proverbs to their figurative meaning seem to be required only when subjects cannot use contextual information to generate expectations about what the speaker is likely to say. The generic syntactic form of proverbs plays an important and ornamental role in their comprehension. The proverbs have their own unique form, so it is easy to remember. We all can observe that they are used in both verbal and written speech. The ornamental value of proverbs is well exposed and displayed in the common conversation among the literate and illiterate persons. The habit of using standard and timely proverbs definitely increases the art of presentation and adds attraction to the speech. People do use them to enrich speech, for articulating common sense, to

impress other listeners and to react to some socially unwanted situations in society. It is also true that all proverbs used in linguistic aspect are not so easy to understand. Therefore, various types of proverbs, some are easily understandable and some are not. The easily understandable and recognizable proverbs include expressions violating authentic condition, such as, "If the sky falls, we shall catch the larks". Proverbs also include metaphoric expressions such as "The show is a white blanket". Also, proverbs are fixed expression one has to keep special ability in understanding them. Moreover, a large number of English proverbs seem to be misleading for having literal and metaphoric meaning. Thus Gorjian (92007;2) opines that "proverbs are often metaphorical and connote differently in two different cultures and two different languages". Similarly, variation is also there. Its context is elusive to some extent. To Kirman, proverbs may be evaluated in more than one way. He cites that the proverbs, "A rolling stone gathers no moss," is interpreted differently in England and Scotland. The proverbs are deeply rooted figurative expressions which are culture – based and pose drawbacks in understanding them completely. Some English proverbs are soon or later noticed that a particular structure always governs them. According to the observation of Fair (2000:3) the following structures are available in quite considerable number of proverbs:

- a) Once x always y
once a man always a man.
- b) Like x like y.
Like father, like son.
- c) x is y
Money is power

Similarly, like the structure of proverbs, there are some characteristics such as rhyme, parallelism, alliteration ellipsis etc. Alliteration is vividly observed in this proverb "Where there is a will, there is a way". Alliteration is seen between "will" and "way". Rhyme is there between the words "day" and "away" in the proverb "An apple a day keeps the doctor away". Likewise, balance or parallelism is achieved through parallel clauses or phrases as between the two prepositional phrases "in the hand" and "in the bush" in the English proverb "A bird in the hand is worth two in the bush". (Harnadi & Steen 1994:4). Repetition is in the proverb "Never say never". This way, hyperbole, paradox and personification etc. can also be achieved in the following proverbs. Hyperbole is shown in this proverb "it's raining cats and dogs". Paradox is achieved in this proverb "The more you will fail, the more likely you are to succeed", and personification, as in the proverb "The light danced on the surface of the water".

Research methodology

This case study has primarily aimed to examine some students of secondary level from four (4) schools - two (2) vernacular medium schools and two (2) English medium schools situated at Sadiya sub - division, under district of Tinsukia, Assam. The selected four (4) schools were Chapakhowa Town High School, Sadiya Govt M. H.S. School, Vivekananda Kendra Vidyalaya and Sunrise Academy. The researcher, very selectively, took the students from class seventh, eighth, ninth and tenth respectively. The ability of secondary level students of above mentioned four (4) school was sincerely observed and taken into an account to ascertain how far they are able to comprehend and explain the real meaning of the proverbs. Before testing the students, the researcher took few classes about the proverbs and its usage in linguistic perspective very distinctly. A total of 120 students particularly of secondary level students were taken randomly from four (4) schools. From each and every class, students were taken for targeted study. 30 students were taken from seventh, 30 students from eighth, 30 students from standard ninth and 30 from class tenth. The researcher, for this noble purpose, prepared some copies like questionnaires containing some very common proverbs which are being used as sayings, truths, sentences, morals etc. in day-to-day life of the folk and were distributed among the students. It is very epoch making that the copies were prepared in different way for different classes. The tests were conducted according to the guidance of the supervisor. During the test proper invigilation was also put with a view to detecting the actual degree of knowledge in the proper usage of ornamental proverbs in their knowledge gathering age. Apart from some common and usual proverbs of grammar and practical life, the researcher had to resort to internet for offering new and uncommon proverbs for greater interest of maintaining the standard. The researcher then followed the proper procedure by taking due permission first from the principal sir of the researcher's college and from the head of the institutions respectively. They were asked to study the proverbs very attentively as well as explain the hidden meanings of the proverbs as per their capacity. Eventually, the researcher showed the result of the students in every class of every school.

Objectives of the study

Every researcher has some pure and noble objectives behind each and every research work. This work is also not exceptional to it. The objectives of running of the research are as follows:

- To explore the familiarity of the students with the proverbs.
- To discover the actual interest of the students in the use of proverbs.
- To grow inspiration, motivation, wisdom etc. in the minds of the pupils.
- To make an extensive study and benefit to the students.
- To realize the indispensability of an ornamental value in their education.

Findings and discussion

This chapter is related to the findings for all students of every school and also tries to discuss the actual findings in their responses against the proverbs furnished in their copies or questionnaires. With a view to showcasing the findings a few tables are generally used for all classes of every different school. According to the advice of the guide a keen comparison among the students of above-mentioned schools was also made very minutely. Likewise, the researcher keeps effort to show the level of understanding and explanation of the proverbs by the students of different classes and different school in category wise such as A – Excellent, B- Good, C- Average and D- Poor and the total number as well. During the test, two types of students from two mediums were taken. One medium was English medium and the other was Assamese medium. It was found that the students of vernacular medium lagged behind to show the expected level of understanding and explanation of proverbs especially in lower classes such as class seventh and eighth in comparison with the students of English medium school. It is very interesting that they did not have the ability of understanding and explanation of proverbs in a satisfactory way. They found the proverbs given in the test quite difficult to explain that is revealed in the table very clearly. In case of them, it was also detected that they did not have practice of writing as well as explaining anything else in the eyes of the researcher. It is also assumed that students are also not taught the art of using proverbs in their learning, which is admitted, to add attractive and ornamental value in their writing. In the showed table, the level of understanding and explanation of proverbs is mentioned according to the categories of different classes of different schools.

a) Investigation of Sunrise Academy

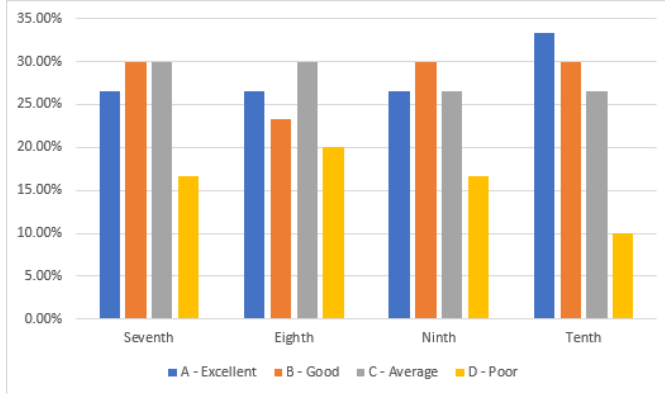
The researcher has provided the initial data of students from the school by the name of Sunrise Academy. The four classes were serially seventh, eighth, ninth and tenth. In the noble objective, the researcher, in the first step, explored the level of understanding of proverbs and its required explanation in the aforesaid classes. The researcher came to know that the pupils of standard seventh had the average knowledge about proverbs. No students were noticed to acquire "A" or "B" category while they were examined, the researcher did not find them to explain the meaning of proverbs in satisfactory way. Only a few students were able to get "A" and "B" category. It is also very admissible that few students got "D" category. They didn't have the capacity of comprehending and explaining the meaning of proverbs in the test. Similarly, as per data of eighth class, in the test it was found that 8 students were qualified to get "A" category. They were able to understand the meaning of proverbs and explain them up-to – the mark. But only 7 students out of 30 got "B" category. They were less than the number of students of class seventh who were 9 out of 30. The average level of two classes (seventh & eighth) was same. The number of students ranked in "D" category was 6.

Next, the level of understanding of proverbs as well as interpreting them in satisfactory way was observed in class ninth. In the test, the number of students in the categories of "C" & "D" lessened. They were numbered as 8 and 5 in "C" & "D" categories respectively. 8 students were seen to gain "A" category that was in ascending way. Of course, "B" category was also covered by 9 students. It was also noticed that the pupils of class ninth develop the study and understanding of proverbs comparatively.

Again, the students of class tenth of the same school showed better level of understanding of proverbs they understood the maximum proverbs though some of them could not explain proverbs as the researcher expected. Be that as it may, the number of poor students was very small that was 3 out of 30. Similarly, 8 students got the average category "C". But category was achieved by 9 students. In comparison with the lower standards students of class tenth picked up a little more in the sight of the researcher. The category "A" was also earned by 10 students. Of all the classes, the students of class tenth got "A" category in the highest way. According to these findings and the data already gathered from the aforementioned school, the researcher noticed and could say that of all the classes such as seventh, eighth, ninth and tenth, the students of class tenth were more knowledgeable and could explain the meanings thereof. The following table or graphical representation (figure – 1) shows the actual, distinguishable and perceptible results.

Students' Level	Level of understanding in category wise				Total no. of students
	A - Excellent	B - Good	C - Average	D - Poor	
Seventh	8 (26.6%)	9 (30%)	9 (30%)	5 (16.6%)	30
Eighth	8 (26.6%)	7 (23.3%)	9 (30%)	6 (20%)	30
Ninth	8 (26.6%)	9 (30%)	8 (26.6%)	5 (16.6%)	30
Tenth	10 (33.3%)	9 (30%)	8 (26.6%)	3 (10%)	30

Figure – 1: Percentage of level of understanding of Sunrise Academy



b) Investigation of Kundil High School

The researcher, very attentively, made an exploration among the students from seventh to tenth in Kundil High school. In the same way as he continued his study by offering some copies containing some easy and usual proverbs. The first data was collected from class seventh. It was very surprising that during the exam almost half percent of the students was very row. They did not show their good results. 10 students fell in category "D" Only 5 out of 30 students got their average "C" rank. Students of this class did not have proper knowledge regarding proverbs. Expected understanding and explanation was not seen. In the "B" category there were 7 students. Similarly, the total number of students achieved "A" category was 8. They were unable to show their outstanding result in the research.

Next, class eighth was taken for continuing the process. In the case of class eighth also the condition was same. 9 students were included in "C" (average) category. Most of the students could not understand the proverbial meaning. They were also very row in grammar and composition as well.

Apart from "C" and "D" category, the category "B" (Good) showed that there were only 7 students who understood well and could explain the hidden meaning behind the proverbs. Lastly, 9 students were found to be excellent. As compared to the total number of 30 students, the number of 9 pupils was very fewer. Next, the researcher proceeded to the ninth standard. After the investigation, he cast his sight on the answers or the level of understanding. The researcher found the answers of the students to reflect the same picture as he faced in the earlier class. A number of 8 students fell in category "D" (poor). 6 students, Half of the students, fallen in category "D" were able to get "C" category. It was found that almost one fifth that was 7, were able to get "B" category which was not satisfactory at all. Likewise, only 9 students were marked as to had been possible to be included in the category "A". So the overall test did not show the up-to-the-mark result.

Lastly, the standard tenth was taken an exam on proverbs. In the test, the number of students categorised in "D" was 6. As per earlier observation, the no of students decreased in the class. 6 students were also identified to get the average category. In the eyes of the researcher the number of students of each and every category was increasing towards the class tenth. Though it was not a matter of great satisfaction. 8 students were placed in category "B" and 10 students were put in category "A".

Students' Level	Level of understanding in category wise				Total no. of students
	A - Excellent	B - Good	C - Average	D - Poor	
Seventh	8 (26.6%)	7 (23.3%)	5 (16.6%)	10 (33.3%)	30
Eighth	9 (30%)	7 (23.3%)	5 (16.6%)	9 (30%)	30
Ninth	9 (30%)	7 (23.3%)	6 (20%)	8 (26.6%)	30
Tenth	10 (33.3%)	8 (26.6%)	6 (20%)	6 (20%)	30

Table – 2: Description of the results of Kundil High School

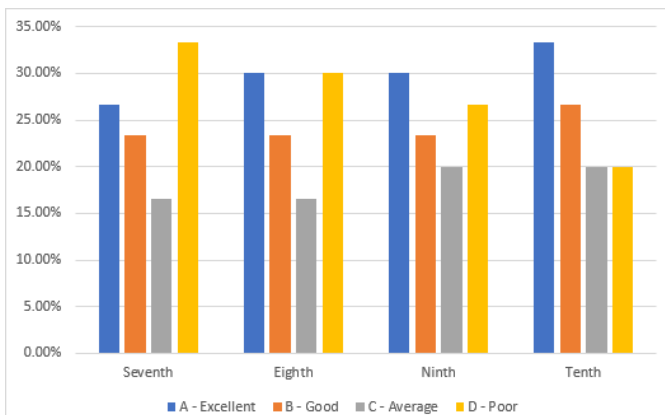


Figure – 2: Percentage of level of understanding of Kundil High School

c) Investigation of Sadiya Govt H.S. School

By keeping the continuity of the case study the researcher then selected this school. He initiated the test again from class seventh onwards. After the test, it was found that the students of class seventh showed the result in almost admirable way. 6 students out of 30 were detected as poor in understanding the meaning of proverbs and explanation. The category "C" covers 7 students as having average knowledge and capacity. Similarly, again 8 students showed good performance and lastly, the researcher found 9 students to be excellent in proper use of proverbs in linguistic perspective. In class eighth, the performance of the students was almost fine except 5 students who fell in "D" category. A few pupils involved in "C" category knew the meanings of proverbs to some extent but they make some grammatical errors in explanation. On the other hand, 9 learners were able to comprehend the exact meanings and could explain the proverbs in simple English. Likewise, all together 10 out of 30 students got the rank "A". They understood well the proverbs mentioned in the copies given to them during the test. Next, there was conducted a test in class ninth. Initially, a class was forwarded for 10 to 15 minutes regarding proverbs and then started a test. They showed their results by keeping a little difference in all categories. Total no. of 5 students belonged to "D" category. Good comprehension was not there in them. Average results were also seen in case of 7 students about good understanding of proverbs in general. on the other hand, 8 students were included in "B" category. They were able to show appreciable interpretation. The researcher was impressed to see their responses. Also, he found 10 students to acquire "A" category.

In class tenth too, performances of students were almost same with the other classes. 5 students belonged to "D" category. Categories "B" and "C" include 7 students each. Their answers were mediocre but did not have grammatical mistakes. It is also appreciable thing that 11 out of 30 students had been fit for acquiring "A" category. The researcher realised one thing that the foundation of some students was good.

Students' Level	Level of understanding in category wise				Total no. of students
	A - Excellent	B - Good	C - Average	D - Poor	
Seventh	9 (30%)	8 (26.6%)	7 (23.3%)	6 (20%)	30
Eighth	10 (33.3%)	9 (30%)	6 (20%)	5 (16.6%)	30
Ninth	10 (33.3%)	8 (26.6%)	7 (23.3%)	5 (16.6%)	30
Tenth	11 (36.6%)	7 (23.3%)	7 (23.3%)	5 (16.6%)	30

Table – 3: Description of the results of Sadiya Govt. H.S. School

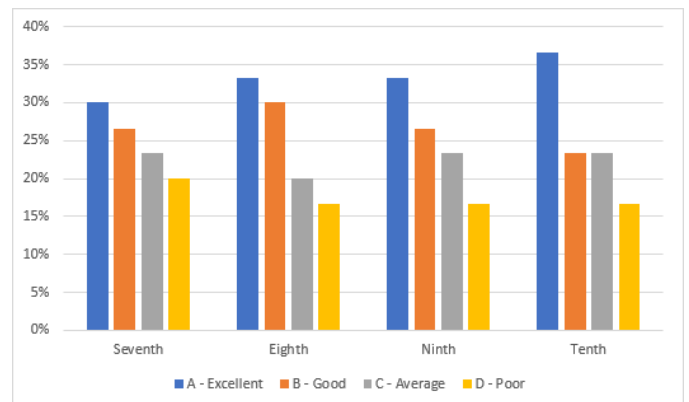


Figure – 3: Percentage of level of understanding of Sadiya Govt. H.S. School

d) Investigation of Vivekananda Kendra Vidyalaya

The researcher tries to explore the ability of the students of 1 No Shantipur Vivekananda Kendra Vidyalaya in understanding the meanings of proverbs and explanation in linguistic perspective. According to data, the researcher found that students of that school were a little more advanced and able to explain the proverbs given in the test. In class seventh, out of 30 only 4 students were exposed no to have required capacity in understanding the meanings of proverbs. They fell in "D" category. Again, there were 5 students included in the average column. They were also not inculcated well in the field of studying proverbs that are having some ornamental values in literature. It was also observed that 10 students showed their satisfactory performance. Whereas, there were all together 11 students who were ranked In excellent category. Similarity was noticed in the case of other classes also. In the eighth standard, same number of students was included in "D" category. 6 students were found as average. In the test, 9 students established themselves to have adequate knowledge in the field of proverbs. In this way, total no. of 11 pupils were seen to get "A" category. They tried to write everything in a standard way. Their excellency was well exposed in front of the researcher. Then, the students of class ninth were tested in the same way. Towards the higher classes, it was noted that only 3 students were there in "D" category. Apart from them other students were in the ascending way in their actual perfor-

mance, 5 out of 30 students were placed in “average” category. It also came to the notice of the researcher that 10 students were able to take position in column “B” and 12 in column “A”. The number of students against every column in class tenth resemble with that of class ninth. Their responses and understanding level were reflected in the same way.

Students' Level	Level of understanding in category wise				Total no. of students
	A - Excellent	B - Good	C - Average	D - Poor	
Seventh	11 (36.6%)	10 (33.3%)	5 (16.6%)	4 (13.3%)	30
Eighth	11 (36.6%)	9 (30%)	6 (20%)	4 (13.3%)	30
Ninth	12 (40%)	10 (33.3%)	5 (16.6%)	3 (10%)	30
Tenth	12 (40%)	10 (33.3%)	5 (16.6%)	3 (10%)	30

Table – 4: Description of the results of Vivekananda Kendra Vidyalaya

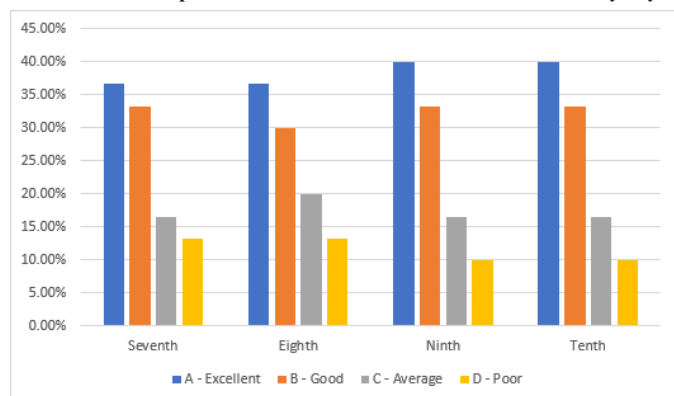


Figure – 4: Percentage of level of understanding of Vivekananda Kendra Vidyalaya

Analysis:

In the analytical part, it must be acknowledged that in this impartial case study the researcher has examined the level of understanding proverbs and explanation at four secondary level schools. The researcher took four (4) classes from seventh to tenth in each and every school. He has commonly marked some weaknesses, deficiencies and foundational backwardness in the case of some students of all classes of each school. Though these obstacles or barriers of the students were seen lessening gradually towards the upper classes. Much inability was noticed particularly in lower classes such as seventh and eighth classes. Whereas, the students of class ninth and tenth of all schools were showing their satisfactory performances more or less both in column “A” & “B”.

It is very apparent thing that the researcher has experienced the changes occurred in different classes of different schools. The students of different classes varied from school to school in getting their categories just as the number of students of a particular school differs from category to category. In the following table, a combination of the number of students of same class of different schools was shown in the particular 4 categories for displaying overall percentage of each and every class.

Students' Level	A - Excellent	B - Good	C - Average	D - Poor
Seventh	30%	28.3%	21.6%	21%
Eighth	31.7%	26.7%	21.6%	20%
Ninth	32.5%	28.3%	21.7%	17.5%
Tenth	35.8%	28.3%	21.7%	15.6%

Table – 5: Level of understanding in category wise

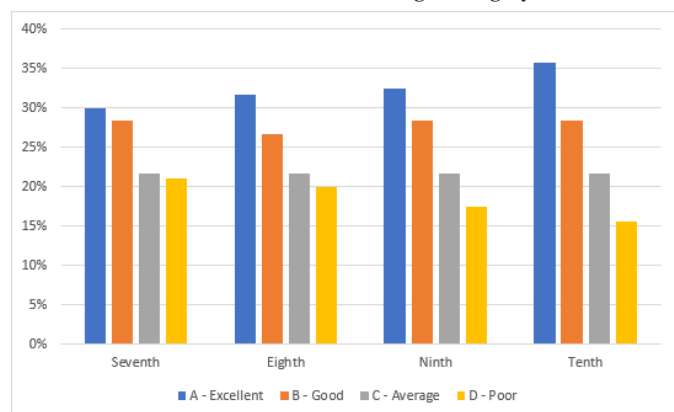


Figure – 5: Percentage of every class in category wise

Thus, the researcher is able to show the category wise percentage against each and every class. People & the students must view category wise percentage such as 30% in category “A”, 28.3% in category “B”, 21.6% in category “C” and 21% in category “D” against class seventh. 31.7%, 26.7%, 21.6% and 20% against class eighth. Similarly, 32.5%, 28.3%, 21.7% as well as 17.5% against class ninth

and lastly, 35.8%, 28.3%, 21.7% and 15.6% against standard tenth.

Eventually, the researcher has successfully provided the data of four (4) schools. One school follows the CBSE curriculum, on the other hand, three schools follow the SEBA curriculum. In case of the all institutions during the tests the same method was run. It is also admissible matter that more or less the same result was seen and it was displayed with the help of four tables numbered as 1, 2, 3 & 4. The students have some weaknesses in composition and grammar section. Many more students could not understand proverbs for which they are unable to show their ability in explanation. Grammatically they are not sound. Apart from them, the teachers must be very conscious in teaching the students some important things like idioms, phrases, clauses, syntax, pronunciation, composition etc. Moreover, many schools do not have sufficient staff as a result of which the students lag behind as compared to other institutions.

Suggestions and Conclusion:

In the part of suggestions and conclusion, the researcher desires to suggest that proverbs and sayings are indispensable part of human being. The use of proverbs and sayings plays a vital role in developing creativity of and an extraordinary quality is flourished in the students. The using of proverbs and sayings means to reinforce morals, impart knowledge, offer advice etc. Proverbs add an ornamental value in the writings of learners. This means that the use of more figurative language adds a flavour to writing. Having more knowledge of proverbs means having more capacity in using proverbs in one's writing or communications. Generally, students get innumerable proverbs while studying a book. They have to note down all the unacquainted proverbs. Each and every student must mould a habit of using rhetorical and ornamental language or proverbs to make his or her writing more impressive and thought provoking.

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